

The Standards' Game: Do We Really Understand Them?

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**Please sit according to grade level span
or content area- the tables are labeled!**

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Reserved

- Engage in deep instructional dialogue around standards and curriculum
- Understand the role of formative assessment in students' mastery of standards
- Gain practice in collaborative discussion of standards' rigor and lesson relevance
- Develop a process for "dissecting" standards with your own department

Learner Outcomes/Objectives

- Assess whether our instruction is really aligned to standards...and,
- Understand what mastery really looks like

The ultimate goal...

How do we know students “got” it?
How are they being asked to prove their understanding?

Our Target



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If your mind is empty, it is **always** ready for anything; it is ***open to everything***. In the beginner's mind there are many possibilities; in the *expert's mind there are few* (Roshi, 1970).

Beginner's Mind

Think

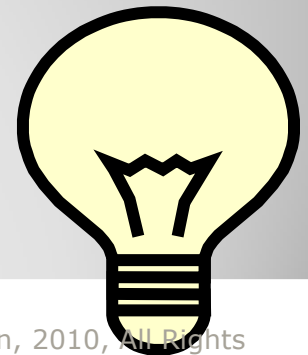
Pair

Share

- What are the hallmarks of a standards-based classroom?
- What techniques do you use to gauge student understanding?

True learning comes once reflection either verifies actions and decisions, or points to necessary modifications..."reflection gives rise to on-the-spot experiment. We think up and try new actions intended to explore newly observed phenomena"
(Schön, 1987, p. 28).

Reflection



Dissecting Standards to Build Instruction

Grade/Course: _____

School: _____

Standard: _____

What are the prerequisite skills?

What vocabulary is required for knowledge and understanding? (include specific examples)

What measure(s) will you use to know that students mastered this standard? (How are you informed of student progress on a daily basis? How is this knowledge/skill/concept assessed on state/district assessments?)

What are student roadblocks to achieving mastery of this standard? (misconceptions, common errors, stumbling blocks, etc.)

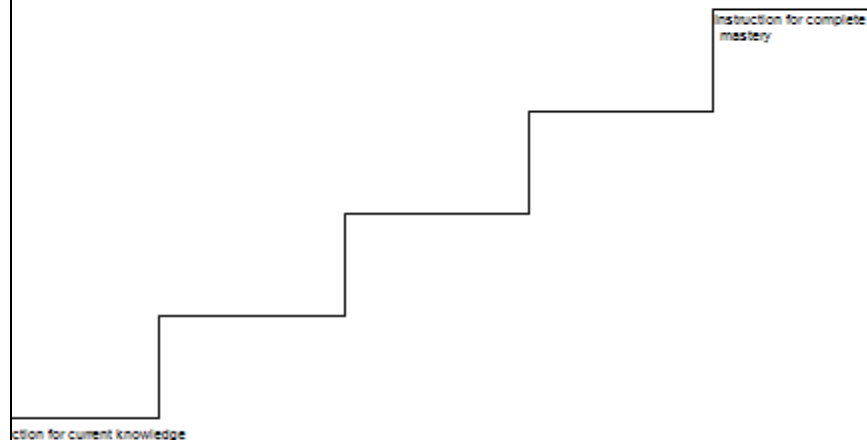
Dissecting a Standard

Dissecting Standards to Build Instruction

Grade/Course: _____

School: _____

What are the layers of instruction that are required to get students to mastery?



Instruction for differentiated instruction

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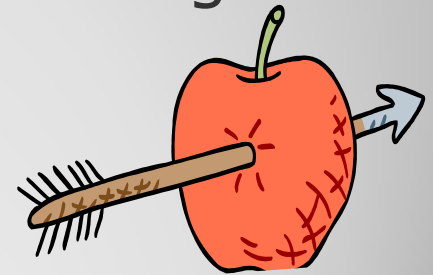
Do We Understand the Standards?

- ▶ Am I instructing to the depth and breadth of a standard? Or just skimming the surface?
- ▶ Am I instructing on grade level of the standard? Or is instruction addressing skills mastered at a lower grade?
- ▶ Do I really understand what is expected from the standards, according to state assessment guidelines?

The Dissecting Process

- ▶ Part of the continuous learning cycle- teachers discuss, collaboratively, the meaning of standards and how learners will be supported during instruction.
- ▶ Provides analysis of the tasks required to master the standards, which leads to more effective lesson design.
- ▶ Provides clarity for teachers and students about the instructional target and what mastery looks like before instruction begins.

Benefits of Dissecting Standards



Understanding By Design

Wiggins & McTighe, 1998

Stages in the Backward Design Process

Identify
Desired
Results



Determine
Acceptable
Evidence



Plan
Learning
experiences
and
instruction

Grounded in Theory

Dissecting Standards to Build Instruction

Grade/Course: _____

School: _____



Standard:

Student Friendly Language:

- Are we asking students to understand what's expected of them in mastering a standard?
- How are students being asked to interact with standards?
- How do students interpret the language of the standard?

Understanding Standard Language

Standard:

8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved

Student Friendly Language:

Assess how the author uses plot features, like setting and climax, and how the conflict resolution impacts the story and its characters.

Student Friendly Language

- Write the standard (no paraphrasing)
- Rewrite the standard in student-friendly language
- Reflect and share on questions

Reflect

- Are we asking students to know and understand what's expected of them in mastering a standard?
- How are students being asked to interact with standards?
- How do students interpret the language of the standard?

Now It's Your Turn

What are the prerequisite skills?

- Look back to the previous grade...what do students have to have mastered in order to understand this standard?
- What is required knowledge?
- Am I addressing this standard at the required level to prepare students for the next level?
- This question addresses the “rigor” problem

Prerequisites

- 6th- Read, write, compare, and order groups of fractions, groups of decimals, and groups of percents
- 7th- Compare and order a combination of rational numbers, including fractions, decimals, percents, and integers in mathematical and practical situations
- 8th- Comparing and ordering real numbers, including powers of whole numbers in mathematical and practical situations
- 7th-Identify idioms, analogies, metaphors, and similes in prose and poetry
- 8th-Analyze significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work
- 9th-Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal

Are We On Grade Level?

What are the prerequisite skills?

Understanding plot line and its components

Identifying types of conflict-
internal/external/man vs. nature

Comparing/contrasting elements of plot,
climax, and characterization

Prerequisites

- Define the prerequisites for your standard
- Notice how the skills are scaffolded through the grade levels
- Focus on the entire base of prior knowledge needed to begin understanding your standard AT GRADE LEVEL

Reflect

- In the past, how have you instructed to the rigor defined in the standard?
- What types of grade level conversations have you had regarding progression of skills and learning?

Now It's Your Turn

What vocabulary is required for knowledge and understanding? (Include specific examples- content and academic)

- What content terms are necessary for understanding?
- What academic terms frame the standard?
- Are we teaching to the appropriate level (much like prerequisites)?
- Think about the cognition level of the required terms

Vocabulary

What vocabulary is required for knowledge and understanding? (Include specific examples- content and academic)

Content

Conflict- internal/external, man vs. nature, man vs. man, man vs. society

Plot

Setting

Climax

Point of View

Theme

Mood

Author's Purpose

Characterization

Academic

Evaluate

Structural

Resolution

Complication

Vocabulary

- Look at the verbs of your standard- list both the academic and content terms required for instruction
- Discuss the Bloom's level of those verbs- mastery is achieved at what level? At what level is our instruction? Our questions?

Reflect

- How do we traditionally instruct important vocabulary terms? How are those terms linked in with the topic or unit?
- What are possible adjustments to those tradition methods of teaching vocabulary?

Now It's Your Turn

What measure(s) will you use to know that students mastered this standard? (How are you informed of student progress on a daily basis? How is this knowledge/skill/concept assessed on state/district assessments?)

How do we know students “got” it?
How are they being asked to prove their understanding?

The Heart of the Issue

Understanding By Design

Wiggins & McTighe, 1998

Stages in the Backward Design Process

Identify
Desired
Results



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graph TD; A[Identify Desired Results] --> B[Determine Acceptable Evidence]; B --> C[Plan Learning experiences and instruction];
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The diagram illustrates the three stages of the Backward Design Process. It begins with 'Identify Desired Results', followed by 'Determine Acceptable Evidence', and finally 'Plan Learning experiences and instruction'. Each stage is contained within an orange rounded rectangle, and the stages are connected by orange arrows pointing downwards and to the right.

Determine
Acceptable
Evidence

Plan
Learning
experiences
and
instruction

Grounded in Theory

- What are some general methods of “measurement” you have used?
- We’re not just talking about “testing”- how does testing differ from “assessing?”
- What is the difference between formative and summative assessment?

Think
Pair
Share



The Assessment Game

Collect and prepare a
variety of data about
student learning



Modify instruction to test
hypotheses and increase
student learning

Interpret data and develop
hypotheses about how to
improve student learning

Continuous Cycle of Analysis

- Assessment OF Learning

- Summative
- How much have students learned as of a particular point in time?
- Provides evidence of student achievement for making a judgment about student competence or program effectiveness

- Assessment FOR Learning

- Formative
- How can we use assessment information to help students learn more?
- Uses assessments to help students assess and adjust their own learning
- Informs teachers' decisions

Assessment *FOR* vs. *OF* Learning

(Stiggins, Arter, Chappuis, & Chappuis, 2004)

- Two basic questions:
 - Where should we look to find hallmarks of understanding?
 - What should we look for in determining and distinguishing degrees of understanding?



Thinking Like an Assessor

- What would be sufficient and revealing evidence of understanding?
- What performance tasks must anchor the unit and focus the instructional work?
- What misunderstandings are likely? How will I check for those?
- What would be interesting and engaging activities on this topic?
- What resources and materials are available on this topic?
- Did the activities work? Why or why not?

Assessor vs. Activity Designer

(Wiggins & McTighe, 1998)

What measure(s) will you use to know that students mastered this standard? (How are you informed of student progress on a daily basis? How is this knowledge/skill/concept assessed on state/district assessments?)

Group identification of plot line- graphic organizers and charts comparing different structures and outcomes of multiple genres

Essay that evaluates structural elements and conflict resolution- opened ended questions after each reading selection

(Sample questions for the purpose of assessing item validity- are these effective or not?)

1. What is the central conflict in "The Most Dangerous Game?"
2. Describe the climax of "The Most Dangerous Game?" and how the characters are affected by that climax?
3. Fill in the plot line of "The Most Dangerous Game."
4. Complete the graphic organizer for each reading selection:

Type of conflict	Description of conflict	Effect on main character

Thinking Like an Assessor

- Look at sample content assessment questions on the sample dissecting forms- do they align? Do they match the content and expectations?
 - Where might the questions fit within instruction- pretest- checking for understanding- mastery?
 - How does the state assess this standard? Are we assessing in the same manner?
-
- Develop questions based on dissected standard
 - Define the measures you'd use to know that students mastered the standard

Now It's Your Turn

- can explain
- can interpret
- can apply
- sees in perspective
- demonstrates empathy
- reveals self-knowledge

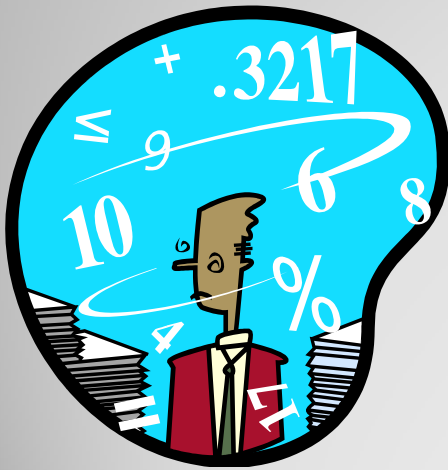
How are students processing and manipulating information, and how are they being asked to prove their understanding?



A Student Who Really Understands...

What are student roadblocks to achieving mastery of this standard? (misconceptions, common errors, stumbling blocks, etc.)

- What prevents students from reaching mastery?
- What are the disconnects for them between instruction and checking for understanding (assessment)?



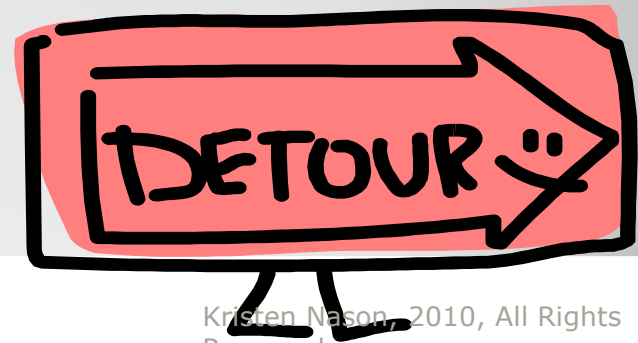
Roadblocks to Mastery

What are student roadblocks to achieving mastery of this standard? (misconceptions, common errors, stumbling blocks, etc.)

Students can't move beyond identification of the structural elements of a story or conflict- they can tell you what happened in "The Most Dangerous Game," but not evaluate how conflicts were resolved or the effect on a character

Students don't understand the connection between events of a story and why an author created certain outcomes

Roadblocks



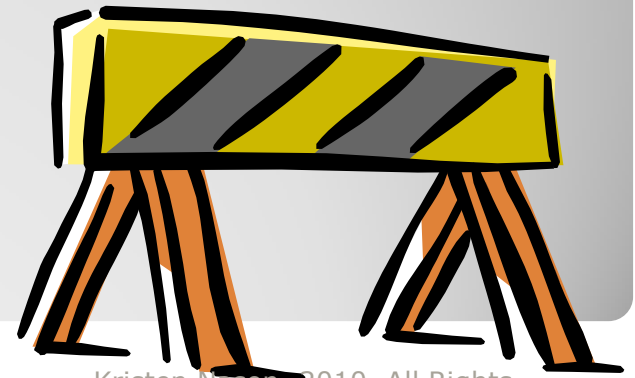
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- Describe the roadblocks students face in mastering your standard
- Discuss how lessons are, or should be, altered to address those misconceptions

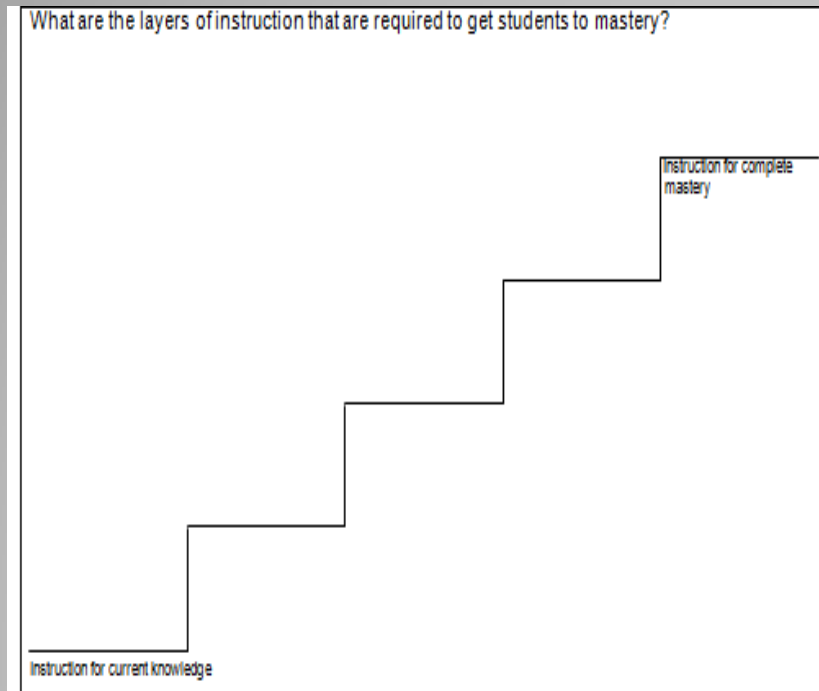
Reflect

What are some methods you have employed when students stumble?

Now It's Your Turn



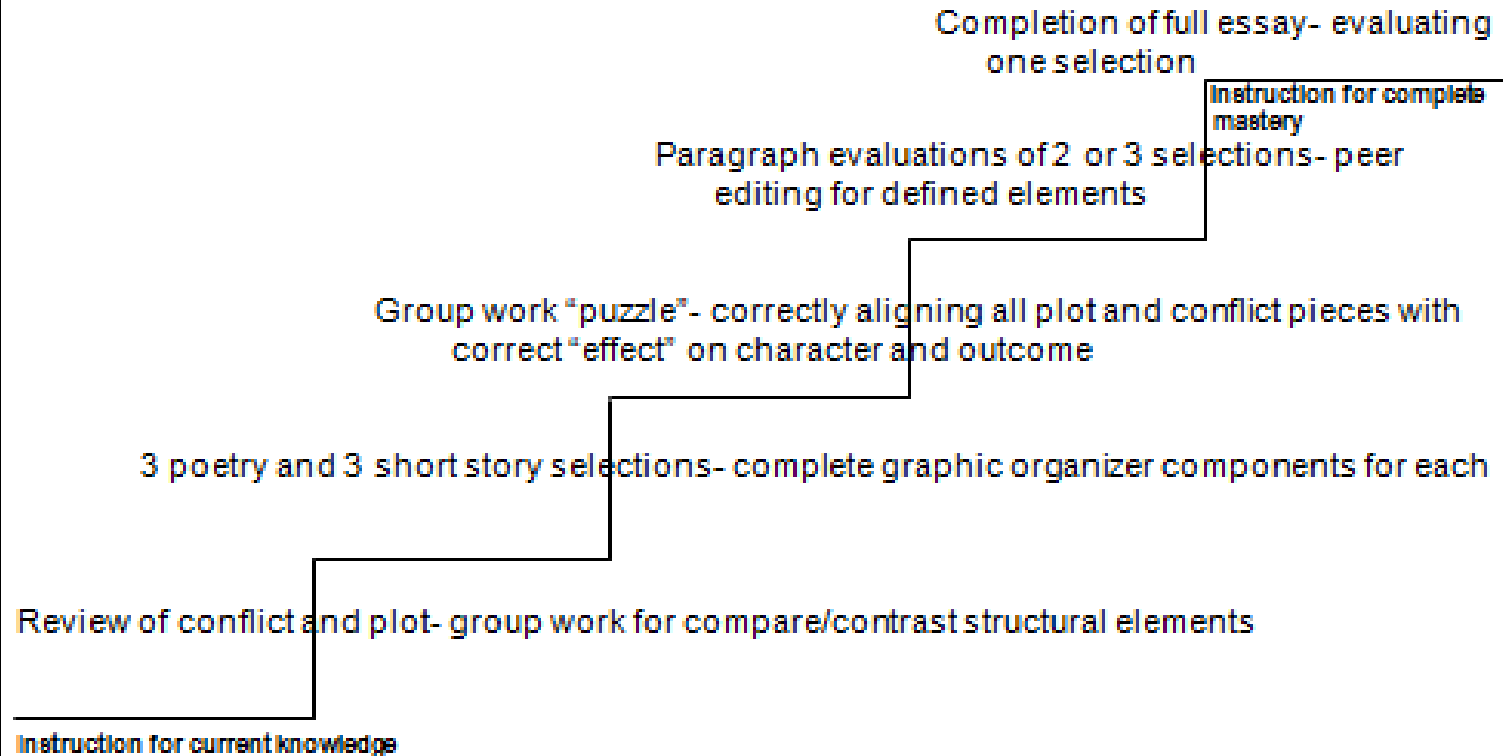
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- Given all that we now understand about the standard, and what requirements fulfill mastery, what does instruction look like?
- How do we distinguish between the instruction vs. guided practice vs. independent practice?
- How are we checking for understanding along the way?

Layers of Instruction

What are the layers of instruction that are required to get students to mastery?



Layers of Instruction

- Brainstorm/list lesson topics and instructional activities that lead to mastery
- Think about how instruction is designed and scaffolded- Madeline Hunter's "I do, We do, You do"
- Discuss plans for differentiated instruction (the last piece)

Reflect

What instructional practices have worked for you with this standard? Which have not worked and why?

Now It's Your Turn

- Key component of building instruction is going back to the assessment piece- how are we checking for understanding throughout those layers of instruction?
- How do the instructional activities we've planned at each step get at students proving their understanding?

Checking for Understanding

- Part of an on-going, deep standard study
- Foundational to effective lesson design
 - Developing true lesson objectives and lesson/unit focus questions
 - Effective classroom assessments
 - Lesson closure
 - High Impact Strategies
 - Questioning
 - Rigor
 - Student Engagement
- Dissecting should take place quarterly

Big Picture



- How can you implement this process at your site?
 - Grade level teams?
 - Common planning times?
- What are obstacles you'd have to work around?
- THINK OUTSIDE THE BOX!

Next Steps

- Take one of the 3x5 cards- this is your “exit” ticket out
- You do not have to put your name on it 😊
- 1- Describe one thing you learned about the dissecting process
- 2- Describe one a-ha you had about the standard you dissected with regard to how you’ve instructed this standard in the past
- 3- Describe one thing, based on your collaboration today, that you can take back and apply to your own teaching and/or share with other colleagues

Reflection

